

**Draft Minutes
November 27-28, 2001
Vancouver School District – Evergreen Room
Vancouver, Washington**

November 27, 2001

Members Present:	Tom Charouhas, Chair	Elaine Aoki
	Carolyn Bradley	Carol Coar
	Nancy Diaz-Miller	Ken Evans
	Sheila Fox	Tim Knue
	Kathryn Nelson	Martha Rice
	Helen Nelson-Throssell	Karen Simpson
	Ron Scutt	Dennis Sterner
	Yvonne Ullas	

Members Absent:	Terry Bergeson	Gary Livingston
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Staff Present:	Jennifer Wallace	Pamela Abbott
	David Anderson	

Chair Charouhas called the meeting to order at 9:05 a.m.

AGENDA

The Board reviewed and unanimously approved the agenda for both days with a change to include a discussion on the Alternative Routes to Teacher Certification Partnership Grant Program applications on Wednesday at 9 a.m.

MINUTES

MOTION: Martha Rice moved for approval of the minutes. The minutes were approved unanimously.

PRINCIPAL PREPARATION AND CERTIFICATION

The Board heard from a panel on Principal Preparation and Certification. The panel included:

- Dr. Kathy Kimball from the Danforth Educational Leadership Program at the University of Washington;
- Dr. Gay Selby from the Educational Leadership Program at Washington State University and Member of the Higher Education Coordinating Board; and
- Mike De Armond from the Center for Reinventing Education at the University of Washington

Dr. Kathy Kimball believes we should not hire non-certified people in the role of Principal. However, classroom teaching is not the only way to find the quality people to do the work.

Change

- What is the nature and definition of role? (First define these)
- Next thing to do is change the Certification requirements
- Then look at Admission requirements and the assessment
- Hiring practices criteria (what are the performance tasks and how do our assessments and hiring affect those)

Factors That Changed The Landscape Of The Principalship

- Increased ethnic and linguistic diversity
- Decreased public confidence
- Press for privatization
- Increase in violence in schools
- Waning desirability of position
- Pressures from accountability
- The Principalship, 3/29/00, Ed Week

Barriers To Sufficient Candidate Pool

- Insufficient compensation compared to responsibilities
- High Stress
- Position requires too much time
- The Principalship, 3/29/00, Ed Week

Core Technology

- Moral Grounding
- Human Relations – can't teach these but can improve these skills
- Teaching & learning – is our business. Have to have had: moral grounding, will and desire to be excellent in human relations. Never stop learning how to be good. Kathy believes someone can become a principal without being a teacher.
- Assessment
- Management
- Political Savvy

Dr. Gay Selby brought up the following items to keep in mind when looking at the principalship:

- What is it we expect principals to do?
- How do we assess that?
- Can people do what we expect them to do? Then certify them to go and do the work.

The following is a list constructed by Dr. Selby about what principals do and what we expect them to do. We want them to:

Lead and manage change;

Be motivated and motivate staff;

Understand students;

Engage parents;

Implement policies with the students;

Have great communication skills;

Provide a structural supervision to improve teaching and therefore student learning;

Share the decisions they have to make;

Ask the right questions;

Know how to use data;

Be able to plan for continuous improvement;

Manage the building and the budget;

Ensure student and staff safety;

Manage student behavior;

Implement programs for special needs students;

Be present at almost every activity and athletic event;

Develop and implement operational systems;

Be a continuous learner;

Be able to settle disputes;

Make decisions;

Solve the problems;

Always be available;

Navigate the political environment;

Attend hundreds of meetings;

Keep those above us and below us informed;

Answer email and regular mail in a timely fashion;

Be comfortable with paperwork;

Be active in the community;

Attend professional development opportunities;

Always be amicable, caring and have a positive word for everyone;

Possess boundless energy;

Be a cheerleader for kids in school;

Be able to live on cafeteria food and fast food; and

Be accountable.

We can readily see we've created a job that is almost impossible to do and do well.

Why is it principals continue to do all of the management type functions rather than the instructional leadership roles? Dr. Selby believes the disconnect is caused by the following reasons:

1. History. This is the way the job has always been done.
2. Culture of the schools. Understood way of how people are expected to behave. We can talk all we want about organizing schools, changing schools, teachers administrators and support staff, but the fact remains that they are separated by a million miles by certification, pay, roles, etc. All the things that organize hierarchical roles are still in place in schools. We talk about creating learning environments, but we have a hard time creating and sustaining one. School reform has changed the elementary level more than secondary level and there are people that want to be principals because they want to manage people.
3. Expectations of the Superintendent - Superintendents have to believe there is a better way of organizing schools. Superintendents have to grant permission for the principal not to be responsible for all things that we expect them to do. Until this happens, the system won't change

Dr. Selby would like to see the use of Innovative Funds. Use a regular RFP process with the school districts to get them to think and make systemic changes. By submitting proposals, we award them money to do specific things.

You can break down the principal in 3 major areas:

- Teaching and learning – whole component
- Building operation – safety, management
- Partnership building – communities, parents

Principals can be taken out of building operations. This can only happen if the superintendent allows this.

- Teach teachers, what principals do.
- Have to create a system where we value, evaluate, and award principals for what they do.

Dr. Selby believes:

- Principals should be certified;
- Principals do need a valid teaching certificate if we want them to do the kind of work we need to get successful students; and
- Counselors, ESAs and other types should be able to become principals with a standards-based approach

Mike De Armond discussed the preliminary findings from a study of school level leadership.

Two Aspects Of School Leadership: Instructional and Enterprise Leadership

Instructional Leadership

- Curriculum design, implementation, evaluation and refinement
- Adult learning and professional development
- Measurement, evaluation, and assessment strategies

Enterprise Leadership

- Creating and communicating a vision
- Marshalling resources
- Maintaining support of key constituents

Findings: Beyond The Superhuman Principal

- Successful principals maintain responsibilities for instructional and enterprise leadership but they delegate roles and tasks. Feels that the principal must know something about instruction.
- Being responsible for both requires knowing enough to judge others' work -
- Who does what depends on skills, not titles
- The principal's role depends on the challenges the school faces.

Implications: Training Must Be Adaptable And Personalized

- Recruit and train people with a range of strengths (instructional knowledge vs. organizational knowledge)
- Avoid one-size-fits-all training programs
- Rethink certification requirements
- Provide tailored, on-the-job professional development

The (Preliminary) Bottom Line

- Expanding the list of things that principals must "know and be able to do" only overloads an already demanding job.
- Successful leadership looks different in different schools. It often involves more than one person.
- The challenge: creating a system that supports new leadership models – and new leaders.

PRINCIPAL SUBCOMMITTEE

Elaine Aoki, Tom Charouhas, Nancy Diaz-Miller, Gary Kipp, Helen Nelson-Throssell, Martha Rice, Dennis Sterner and Jennifer Wallace discussed the findings of the Principal subcommittee with the Board. The Principal Subcommittee provided three options for the full Board to discuss. After consideration of the three options, the Board decided to make a recommendation to policymakers in their annual report. The recommendation will read:

The PESB believes it is time to expand entry to principal preparation beyond only those with teaching experience. The PESB also believes that schools and districts have the ability, and need the opportunity, to identify and develop school leadership potential in individuals beyond their teaching staff. The PESB, therefore, recommends an amendment to law (RCW 28A.400) currently limiting the hiring of school principals to those holding valid teaching certificates. At this time, with the shift to performance-based standards just getting underway, our recommendation is to begin with a modest expansion to include certified Educational Staff Associates with demonstrated successful school-based experience in an instructional role with students. As Washington implements its new performance-based standards, the PESB will continue to study implications for opening preparation and certification of principals further to include others with education experience, such as district central office administrators, and possibly non-educators with other types of leadership experience. Building on our successful implementation of new alternative routes to teacher certification, the PESB will also provide state policymakers with options for high-quality, performance-based alternative routes to principal certification.

The PESB also recommends to the State Board of Education that in amending corresponding Washington Administrative Code for certification, admission to administrator preparation programs for ESAs require a letter of recommendation from personnel in the district in a supervisory position. This supports the notion of districts identifying and “growing” future leaders from among their current staff.

WEA

Tom Charouhas welcomed Charles Hasse, WEA President to the meeting. Mr. Hasse thanked the Board for the invitation to speak and acknowledged the work of the Board on alternative routes. Mr. Hasse commended the Board for taking on the work of developing a basic skills test and for constantly looking at diversity.

ESA SUBCOMMITTEE

Carol Coar, Sheila Fox, Kay Nelson and Karen Rademaker-Simpson led the Board through a discussion on the ESA subcommittee’s findings on compensation and recognition of past experience. After consideration of three options, the Board decided to make the following recommendation to policy makers in their annual report:

The PESB believes that an ESA's relevant past experience should be recognized on the salary allocation model. However, we also recognize that this situation is not unique to ESAs and believe policymakers should consider this in the broader context of the limitations of the salary allocation model. For example, the PESB believes that the relevant past experience of mid-career professionals who enter teaching through alternative route or traditional teacher preparation programs should have their relevant experience recognized as well. In addition, the salary allocation model sets a maximum level of experience (16 years) beyond which teachers no longer receive additional compensation. Recognition of relevant

experience on the salary allocation schedule must be implemented in a way that is equitable and available to all certified educators.

After considerable study and discussion, the PESB recommends that ESA compensation be considered in light of a broader statewide reform of educator compensation. As part of that reform, the PESB specifically recommends the consideration of compensation for ESAs that:

- Recognizes relevant professional non-school experience in determining salary allocation
- Provides salary compensation for all master's degree level national certification with three years of school experience

ANNUAL REPORT REVIEW

Ms. Wallace reviewed the draft of the 2nd Annual Report of the WPESB with the members.

MOTION: Moved by Dennis Sterner to continue the discussion regarding the Annual Report to November 28th and push the final vote to the Executive Committee. The motion passed unanimously.

November 28, 2001

Members Present:	Tom Charouhas, Chair	Elaine Aoki
	Carolyn Bradley	Carol Coar
	Nancy Diaz-Miller	Ken Evans
	Sheila Fox	Tim Knue
	Kathryn Nelson	Martha Rice
	Helen Nelson-Throssell	Karen Simpson
	Ron Scutt	Dennis Sterner
	Yvonne Ullas	

Members Absent:	Terry Bergeson	Gary Livingston
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Staff Present:	Jennifer Wallace	Pamela Abbott
	David Anderson	

Chair Charouhas called the meeting to order at 8:35 a.m. and reviewed the agenda for the day.

EXECUTIVE DIRECTOR REPORT

Ms. Wallace provided the executive director report.

We are currently working with the Governor's Office on filling the vacant positions.

Alternative Routes Grant Work

We reviewed the Alternative Routes to Teacher Certification Partnership Grant Program applications and will vote on the selection later.

Transition to Teaching Grant

We are in receipt of the Transition to Teaching grant from the US Department of Education. We received the largest grant awarded to a state. The Transition to Teaching grant will also have a planning meeting for the Districts to work on their applications, much like what we did for the Alternative Routes Partnership Grant. The Transition to Teaching Grant will only address route three and will fund roughly 120 candidates.

"You'd Be a Great Teacher"

We are still working with King 5 on a public service announcement aimed at recruiting teachers.

Compensation Study Group

The PESB convened a group to discuss alternative models of compensation. The Governor's office, OSPI and WEA are all looking at different compensation models. Ms. Wallace will be attending a conference on compensation models in Chicago on November 30 and December 1. A team of five people representing the Office of Financial Management/Office of the Governor, WEA, and OSPI will join her.

This group will report to the PESB on a regular basis as well as host forums to discuss different compensation models at locations around the state.

Presentations:

- **PEAB Conference** - Ms. Wallace, Dr. David Anderson and Dr. Dennis Sterner all presented at the PEAB conference. Carolyn Bradley attended as a member of Western Washington University's PEAB and Yvonne Ullas attended as a member of Heritage College's PEAB. Higher Ed had several questions about how we are going to do content based testing on all of the endorsements.
- **State Board of Education** – Jennifer and David presented at their meeting in November.
- **PTA**
- **WACTE** – WACTE has some very serious concerns around the Basic Skills Test. A lot of new people are realizing that the Basic Skills Test is happening. They submitted a resolution to the PESB asking for an extension on when the test will be required. Dr. Linda Darling Hammond, Dr. Stephen Klein as well as NES are clear on the timeline and have assured us the timeline is sound.

ALTERNATIVE ROUTES TO TEACHER CERTIFICATION – Partnership Selection

Jennifer explained the review process the scoring team used as well as the budget for the program. The scoring team is recommending awarding the grant monies to the Southwest Washington Consortium for Teacher Development, The South Sound Partnership and the Puget Sound Consortium for Alternative Routes to Teacher Certification.

MOTION: Moved by Sheila Fox and seconded by Nancy Diaz-Miller to accept the recommendation of the subcommittee to award grant money to the Southwest Washington Consortium for Teacher Development, The South Sound Partnership and the Puget Sound Consortium for Alternative Routes to Teacher Certification. The motion passed unanimously.

ANNUAL REPORT Assessment Section

Dr. Anderson reviewed the section on Assessment with the Board.

Principal Subcommittee Section

MOTION: Moved by Karen Rademaker-Simpson to change language to “hold or have held an ESA certificate.” The motion passed unanimously.

Pesb Focus/Agenda

The Board worked on how to organize their future work and focus in the annual report.

BASIC SKILLS TEST Test Design

Dr. Anderson explained the two different test designs NES presented for the Board to discuss and decide upon for the test design.

Design A would include two constructed response items in the Reading and Mathematics section of the test and two constructed response items in the Writing section of the test for a total of four constructed response items.

Design B would include two constructed response items on the test in the Writing section only.

Design A will cost more because constructed response is more complex to score, but will match with student assessment tasks and the constructed response tasks are more like actual tasks performed by teachers.

Design B reflects the original request in the RFP.

MOTION: Moved by Tim Knue and seconded by Dennis Sterner to support design B. The motion passed unanimously.

Number of Testing Sites

Dr. Anderson explained the two different options NES presented for the Board to discuss and decide upon for the number of testing sites.

Option 1: 90 site administrations (6 times a year at 15 sites)

Option 2: 42 sites administrations (6 times a year at 7 sites or 10 sites 3 times a year, plus 4 sites an additional 3 times a year)

Option 2 reduces candidates' choices, however it is less expensive by five dollars per subtest (fifteen dollars total per examinee), and simplifies logistics and security.

MOTION: Moved by Dennis Sterner, seconded by Carolyn Bradley to accept option 2 of 42 site administrations per year. The motion passed unanimously.

ADJOURNMENT

Chair Charouhas adjourned the meeting at 1:30 p.m.